
ALASKA SAFE CHILDREN'S ACT TASK FORCE

**REPORT TO THE
STATE OF ALASKA
DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT**

June 30, 2016

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HISTORY/BACKGROUND

The Alaska Safe Children's Act (House Bill 44) was signed into law on July 9, 2015 by Governor Bill Walker. The Act requires public schools to provide child sexual abuse and assault awareness and prevention training (Grades K-12) and teen dating violence awareness and prevention training (grades 7-12). The Alaska Safe Children's Act goes into effect June 30, 2017.

Champions of this legislation included Representative Geran Tarr, Representative Charisse Millet, Senator Berta Gardner, and Senator Lesil McGuire.

The Alaska Safe Children's Act is also known as Erin's Law and Bree's Law. Erin's Law is named after Erin Merryn, a childhood sexual assault survivor, author and activist from Illinois who has worked to pass laws in every state to require schools to implement prevention-oriented child abuse programs. Bree's Law is named in honor of Breanna Moore, an Anchorage teen who was killed in 2014 by her abusive boyfriend. Her parents, Butch and Cindy Moore were instrumental in the passage of the Alaska Safe Children's Act and its requirement for teen dating violence prevention education.

This legislation specified that an identified ten-member Task Force, including four legislators (ex-officio), be created in the Department of Education & Early Development for the purpose of providing recommendations to the Department of Education & Early Development by June 30, 2016 regarding model curricula and training materials for use by school districts.

The Task Force was commissioned to provide recommendations for age-appropriate model curricula and teacher training materials related to five main areas: 1) suicide prevention training; 2) sexual abuse and sexual assault awareness training and prevention; 3) dating violence and abuse awareness training and prevention; 4) alcohol and drug related disabilities training required for teachers and staff; and 5) alcohol and drug abuse education for students (see Appendix A).

The Task Force met monthly from October, 2015 through June, 2016 with support from the Department of Education & Early Development staff. Each meeting was open to the public, publicly noticed and a public comment period was offered at each meeting beginning with the November, 2015 meeting (see Appendix B).

The Task Force also convened a statewide stakeholder curriculum review meeting April 11-12, 2016, hosted by the Anchorage School District and sponsored by the Alaska Children's Trust.

The Task Force archived all meeting materials online using the Department's Live Binder at [Alaska Safe Children's Act Task Force](#).

ALASKA SAFE CHILDREN'S ACT TASK FORCE MEMBERS

Trevor Storrs, Chair, Executive Director, Alaska Children's Trust

Lauree Morton, Vice-Chair, Executive Director, Council on Domestic Violence & Sexual Assault

Kate Burkhart, Executive Director, Suicide Prevention Council

Representative Bryce Edgmon, Alaska House of Representatives

Senator Berta Gardner, Alaska State Senate

Mike Hanley, Commissioner, Department of Education & Early Development
(10/2015 – 2/2016)

Senator Anna MacKinnon, Alaska State Senate

Dr. Susan McCauley, Interim Commissioner, Department of Education & Early Development
(3/2016 – 6/2016)

Representative Charisse Millett, Alaska House of Representatives

Sharity Sommer, Program Associate, Rasmuson Foundation

Barbara Thompson, Second Vice-Chair, Board of Education & Early Development

CONSULTATION FROM SUBJECT MATTER EXPERTS

Laura Avellaneda-Cruz, Program Manager, Alaska Native Tribal Health Consortium
Todd Brocious, Education Specialist, Department of Education & Early Development
Sharon Fishel, Education Specialist, Department of Education & Early Development
Marci Hertz, M.S., Division of Analysis, Research and Practice Integration, National Center
for Injury Prevention and Control, Centers for Disease Control and Prevention
Kami Moore, Prevention Director, Alaska Network on Domestic Violence and Sexual Assault
Patricia Owen, Education Specialist, Department of Education & Early Development
Katie Reilly, Adolescent Health Project Coordinator, Division of Public Health
Mollie Rosier, Adolescent Health Unit Manager, Division of Public Health
Ann Rausch, Prevention Coordinator, Council on Domestic Violence and Sexual Assault
Melanie Sutton, Health and Physical Education Curriculum Coordinator, Anchorage School
District

PRESENTATIONS FROM KEY STAKEHOLDERS

Norm Wooten, Executive Director, Association of Alaska School Boards
Lisa Parady, Executive Director, Alaska Council of School Administrators
Assistant Superintendent Sandra Kowalski, Fairbanks North Star Borough School District
Superintendent Jim Nygaard, Valdez City School District
Superintendent Therese Ashton, Tanana City School District
Dr. Dan White, Vice President Academic Affairs and Research, University of Alaska
Dr. Steve Atwater, Interim Dean of School of Education, University of Alaska
Pam Karalunas, Chapter Coordinator, Alaska Children's Alliance
Susan Magestro, Instructor, University of Alaska Anchorage
Vera Starbard, Tlingit/Dena'ina Athabascan writer of *Our Voice Will Be Heard*
Sergeant Aaron Whitt, Internet Crimes Against Children, Anchorage Police Department
Detective Mark Thomas, Internet Crimes Against Children, Anchorage Police Department

CRITERIA FOR RECOMMENDING STAFF TRAINING

The following is a list of selection criteria utilized when making recommendations for required staff training:

- High quality & suitability for Alaska
- Statutory requirements
- Ease of access
- Ability to track
- Cost

CRITERIA FOR RECOMMENDING CLASSROOM CURRICULUM

The following is a list of selection criteria defined by the Task Force and utilized by the curriculum review team. It was informed in part by the Health Education Curriculum Analysis Tool (HECAT) which is available from the Centers for Disease Control and Prevention:

- **Evidence-based:** Is the curriculum on a national recognized registry of evidence-based programs? If not, is it evidence-informed?
- **Age-appropriate:** Does the curriculum reflect each grade that the curriculum covers (separately) and look at concepts at each grade level. Is the curriculum “developmentally” appropriate?
- **Cultural Relevance and Sensitivity to Urban and Rural Areas:** Is the curriculum reflective of the multicultural and community specific needs of Alaska?
- **Appropriate Language:** Is the language used accurate, credible, objective and effective?
- **Single topic vs. Multi-topic:** Does the curriculum cover one or more of the three core topic areas (sexual abuse and assault, teen dating violence, alcohol and drug abuse)? Does it include other key topic areas such as bullying, healthy relationships and suicide?
- **Feasibility/Flexible/Doable:** Can the curriculum be adapted (time, mode of delivery) while keeping fidelity?
- **Cost:** Are there any on-going costs? Is there a cost for implementation or training requirements?

LIMITATIONS

The Task Force curriculum recommendations are selective and not inclusive of all curriculum identified or reflective of all existing curricula available. The Task Force narrowed its selection to a limited number of evidence-based, evidence-informed, and widely recognized curriculum that met the criteria above.

The Task Force recognizes that it is each school board's responsibility to review and adopt curriculum and therefore the recommended curricula are suggested but not mandatory.

The Task Force also recognizes that not one curriculum met all the requirements for the Alaska Safe Children's Act and that during the curriculum review meeting every curriculum had both strengths and weaknesses. The Task Force used a modified approach while reviewing the curriculum (see Appendix C and Appendix D).

The Task Force nor the curriculum review team were able to review all supplemental materials that are available to support the curriculum or lessons. It is also important to note that the grade span described for each curriculum may include grade specific curriculum or combined grades.

The Task Force summarized feedback and recommendations from stakeholders concerning the needs and barriers to implementation (see Appendix E).

The Task Force recommends that school districts utilize the review criteria listed above as well as to consider the student learning objectives suggested for the curriculum if they choose a curriculum outside of the recommended list (see Appendix F).

TASK FORCE RECOMMENDATIONS

TASK 1: Suicide prevention training

This is required under Ch. 34, SLA 2012, and AS 14.30.362 (for staff).

The Task Force recommends the following existing trainings for school staff:

Suicide Awareness - Part A	https://education.alaska.gov/elearning/courses.html
Suicide Prevention - Part B	https://education.alaska.gov/elearning/courses.html
Suicide Intervention - Part C	https://education.alaska.gov/elearning/courses.html
Suicide Postvention - Part D	https://education.alaska.gov/elearning/courses.html
Connect Suicide Prevention Program	http://www.theconnectprogram.org/
Connect Suicide Postvention Program	http://www.theconnectprogram.org/
Youth Mental Health First Aid	https://education.alaska.gov/TLS/Suicide/
Alaska Gatekeeper QPR	https://education.alaska.gov/TLS/Suicide/
Suicide Alertness For Everyone (safe TALK),	https://www.livingworks.net/
ASIST (Applied Suicide Intervention Skills Training).	https://www.livingworks.net/

**Special Note: Mandatory suicide prevention training for staff must be approved by the Commissioner of the Department of Education & Early Development. To be considered for approval, the courses must cover the specified criteria for quality suicide prevention training (see Appendix G).*

TASK 2: Sexual abuse and sexual assault awareness training and prevention

This training is required under AS 14.30.355.

The Task Force recommends existing training for school staff:

Child Abuse and Neglect Prevention Training/Domestic Violence and Sexual Assault Training	https://education.alaska.gov/elearning/courses.html
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The Task Force recommends the following model curricula for students (K-12)

Child Protection Unit (Grades PK – 5)	http://www.cfchildren.org/child-protection
Fourth R Healthy Relationships (Grades 7-9)	https://youthrelationships.org/
Speak Up Be Safe (Grades K-12)	https://www.childhelp.org/subs/childhelp-speak-up-be-safe/
Safer Smarter Kids (Grades K-12)	https://laurenkids.org/education/
The Great Body Shop (Grades K-8)	http://www.thegreatbodyshop.net/

TASK 3: Dating violence and abuse awareness training and prevention

This is required under AS 14.30.356.

The Task Force recommends existing trainings for school staff:

Domestic Violence and Sexual Assault for Educators	https://education.alaska.gov/elearning/courses.html
Teen Dating Violence (to be developed)	TBD

The Task Force recommends the following model curricula for students (Grades 7-12)

Fourth R Healthy Relationships (Grades 7 - 9)	https://youthrelationships.org/
Fourth R Healthy Relationships Plus (Grades 7-12)	https://youthrelationships.org/
Safe DATES (Grades 7-12)	http://www.hazelden.org/web/go/safedates
The Great Body Shop (Grades 7-8)	http://www.thegreatbodyshop.net/
Second Step (Grades 7-8)	http://www.cfchildren.org/second-step

**Special Note: The Task Force recognizes that additional curricula and resources need to be identified or developed for grades 10-12.*

The Task Force also recommends the following evidence-based program (Grades 7-12)

(Green Dot is an evidence-based school-wide peer-led bystander intervention program)

Green Dot (Middle School and High School)	http://www.livethegreendot.com/
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TASK 4: Alcohol and drug related disabilities training required for teachers and staff

This training is required under AS 14.20.680, as amended.

The Task Force recommends existing trainings for school staff:

Alcohol and Drug Related Disabilities Training (formerly FASD for Educators)	https://education.alaska.gov/elearning/courses.html
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TASK 5: Alcohol and drug abuse education

This task is described under AS 14.30.360.

The Task Force recommends the following model curricula for students (Grades 7-12):

Fourth R Healthy Relationships (Grades 7-9)	https://youthrelationships.org/
Fourth R Healthy Relationships Plus Program (Grades 7-12)	https://youthrelationships.org/
Lifeskills Training (Grades 3-12)	http://www.lifeskillstraining.com/
Lions Quest Grades (K-12)	https://www.lions-quest.org/
Positive Action (Grades K-12)	https://www.positiveaction.net/
Project Toward No Drug Abuse (Grades 9-12)	http://tnd.usc.edu/
Reconnecting Youth/ Coping and Support Training (CAST) curriculum	http://www.reconnectingyouth.com/about/ http://www.reconnectingyouth.com/programs/cast/
Second Step (Grades 6-8)	http://www.cfchildren.org/second-step
The Great Body Shop (Grades K- 8)	http://www.thegreatbodyshop.net/
Too Good for Drugs (Grades K-12)	http://www.toogoodprograms.org/

**Special Note: Schools are encouraged but not required to teach alcohol and drug abuse education as described under AS 14.30.360. The Task Force also notes that Alaska’s new marijuana law may be taken into consideration when reviewing alcohol and drug abuse prevention curriculum.*

OTHER TASK FORCE RECOMMENDATIONS

Through the testimony of key stakeholders and content experts, the Task Force became aware of other essential steps other agencies, local school districts and the Department of Education & Early Development could take to ensure the safety of children. These are listed below:

1. All schools post the toll free telephone number for reporting child abuse or neglect in a clearly visible location in a public area of the school that is readily accessible to students (similar to Texas Law, Section 38.0042).
2. The Governor’s Council on Disabilities and Special Education, along with partners, work to identify resources for special needs students.
3. The Department of Education & Early Development, along with partners, develop a new eLearning module for teacher training on “Trauma and Adverse Childhood Experiences (ACEs) and Resiliency.”
4. The University of Alaska develop and provide pre-service education and teacher training related to the Alaska Safe Children’s Act that will be required for teacher certification and re-certification.
5. The Department of Education & Early Development, along with partners, develop an Alaska Safe Children’s Act Tool Kit, Resource Guide, and web page for use by school districts.
6. The State of Alaska and community funding partners identify and continue to seek adequate funding for school districts to implement the Alaska Safe Children’s Act, including new Title IV federal funds under the Every Students Succeeds Act.
7. School districts work together to coordinate training and cost sharing of curriculum when possible.
8. The Department of Education & Early Development, along with partners, develop and implement an outreach plan to communicate with schools during the 2016-2017 school year in preparation for the effective date.
9. Schools engage and educate parents in all aspects of the Alaska Safe Children’s Act.
10. School districts consider strengthening their prevention efforts by using a comprehensive approach to health education including human growth and development/healthy sexuality, building social and emotional learning skills, and empowering bystanders (CDC Stop SV: Technical Package to Prevent Sexual Violence, 2016).
11. School districts should coordinate with their local domestic violence and sexual assault victim services agencies as well as child advocacy centers.
12. The Department of Education & Early Development is encouraged to provide technical assistance to school districts to address identified gaps in high school curricula.

APPENDICES

APPENDIX A:

PURPOSE OF THE TASK FORCE

To recommend model curricula and training materials related to:

Task 1: Suicide prevention training required under Ch. 34, SLA 2012, and AS 14.30.362, enacted by sec. 15 of this Act;

AS 14.30.362 (Effective June 30, 2016)

- a) A school district and the department shall provide youth suicide awareness and prevention training approved by the commissioner to each teacher, administrator, counselor, and specialist who is employed by the district or department to provide services to students in grades seven through twelve in a public school in the state at no cost to the teacher, administrator, counselor, or specialist.
- b) The commissioner shall approve youth suicide awareness and prevention training provided under this section if the training meets standards for professional continuing education credit in the state and is periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention. The training may be offered through video conferencing or an individual program of study of designated materials.

Task 2: Sexual abuse and sexual assault awareness training and prevention required under AS 14.30.355, enacted by sec. 14 of this Act; (Erin’s Law)

AS 14.30.355 (Effective June 30, 2017)

- (a) The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parental notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through twelve.
- (b) The policy, training and notices adopted under this section must include:
 - 1) age-appropriate information;
 - 2) warning signs of sexual abuse of a child;
 - 3) referral and resource information;
 - 4) available student counseling and educational support;
 - 5) methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children;

6) actions that a child may take to prevent and report sexual abuse or sexual assault; and
7) a procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older

(c) The training required for teachers under this section may be provided as a part of the continuing education required under AS 18.66.310.

(d) In this section,

(1) "school district" has the meaning given in AS 14.30.350;

(2) "sexual abuse" or "sexual assault" has the meaning given to "sexual abuse" in AS 47.10.990.

Task 3: Dating violence and abuse awareness training and prevention required under AS 14.30.356, enacted by sec. 14 of this Act; (Bree's Law)

AS 14.30.356 (Effective June 30, 2017)

Dating violence and abuse policy, training, awareness, prevention, and notices.

(a) The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parental notices relating to dating violence and abuse in grades seven through twelve. A training program adopted under this section must emphasize prevention and awareness.

(b) The policy, training, notices, and instruction adopted under this section must include (1) age-appropriate information; (2) the warning signs of dating violence and abusive behavior; (3) characteristics of healthy relationships; (4) measures to prevent and stop dating violence and abuse; (5) community resources available to victims of dating violence and abuse; and (6) a procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years old.

(c) The training required for teachers under this section may be provided as a part of the continuing education required under AS 18.66.310.

(d) In this section, (1) "dating violence and abuse" means a pattern of behavior in which one person threatens to use, or actually uses, physical, sexual, verbal, emotional, or psychological abuse to control the person's dating partner.

Task 4: Alcohol and drug related disabilities training required for teachers and staff under AS 14.20.680, as amended by sec. 12 of this Act; and

AS 14.20.680 (existing)

(a) A school district or regional educational attendance area shall train each teacher, administrator, counselor, and specialist on the needs of individual students who have alcohol or drug related disabilities. The training must utilize the best available educational technology and include an overview of medical and psychological characteristics associated with alcohol or drug related disabilities, family issues, and the specific educational needs of students with alcohol or drug related disabilities.

Task 5: Alcohol and drug abuse education described under AS 14.30.360.

AS 14.30.360 (existing)

(a) Each district in the state public school system shall be encouraged to initiate and conduct a program in health education for kindergarten through grade twelve. The program should include instruction in physical health and personal safety including **alcohol and drug abuse education**, cardiopulmonary resuscitation (CPR), early cancer prevention and detection, dental health, family health including infant care, environmental health, the identification and prevention of child abuse, child abduction, neglect, sexual abuse and domestic violence, and appropriate use of health services.

APPENDIX B:
TASK FORCE MEETING SCHEDULE

- October 13, 2015
- November 30, 2015
- December 14, 2015
- January 15, 2016
- February 26, 2016
- March 18, 2016
- April 11-12, 2016 (Special stakeholder curriculum review meeting)
- April 28, 2016
- May 31, 2016
- June 13, 2016
- June 21, 2016 Public Hearing

PUBLIC TESTIMONY

Representative Geran Tarr, Alaska House of Representatives

Jennifer Baker on behalf of Michael Bekeris (youth), Youth Alliance for a Healthier Alaska

Dorothy Orr, Alaska Society for Health and Physical Educators (SHAPE)

Mr. and Mrs. Moore, parents of Breanna Moore

Nicholas Graves, Yukon Koyukuk School District

Arlene Briscoe, Alaska Nurses Association

Margaret Bauer, Alaska Early Childhood Advocacy Group

APPENDIX C:

CURRICULUM REVIEW TEAM

Alaska Safe Children’s Act Curriculum Review April 11-12, 2016 , Anchorage, AK	
Name	Affiliate
Melanie Sutton	Anchorage School District
Patricia Owen	Department of Education & Early Development
Katie Reilly	Division of Public Health
Jenny Baker	Division of Public Health
Kate Burkhart	Suicide Prevention Council and Task Force Member
Sara Clark	Division of Behavioral Health
Ann Rausch	Council of Domestic Violence and Sexual Assault
Laura Avellaneda-Cruz	Alaska Children's Trust
Heather Coulehan	Association of Alaska School Boards
Candy Jo Bracken	Alaska Parent Teacher Association
Jaelynne Richards	Alaska Native Tribal Health Consortium
Margaret Lanier Kossler	Governor's Council on Disabilities & Special Education
Elizabeth McGee	Alaska School Counselor Association
Lisa Kelzenberg	Society of Health and Physical Educators
JoAnne Osborne	Society of Health and Physical Educators
Debbie McKinney	Alaska School Health Nurses Advisory Committee
Kristy Germain	Juneau School District
Leslie Scranton	Juneau School District
Tara Moore	Mat-Su School District
Jana DePriest	Mat-Su School District
Samantha McMorrow	Fairbanks North Star School District
Tony Jones	Northwest Arctic School District
Nicholas Graves	Yukon Koyukuk School District
Carolyn Heflin	Bering Strait School District
Shasta Smith	Sitka School District

APPENDIX D:

MODIFIED CURRICULUM REVIEW GUIDE

Modified Curriculum Review Guide April 11-12, 2016				
Title Curriculum:				Reviewer Name:
FUNDAMENTALS	Exceeds	Meets	Below	NOTES
Curriculum Materials Look/Appeal				
Scope and Sequence Learning objectives/outcomes				
Teacher Guidance/ Background content				
Essential Elements for topic area				
Age-Appropriate by grade level				
Instructional Strategies (ex. activities, groups, videos)				
Teaching Health Skills (ex. role-plays)				
Student Assessments (ex. pre-post tests)				
Parent Engagement (ex. parent letters, homework, other)				
ACCURACY	Exceeds	Meets	Below	NOTES
Medical/Scientific				
Current/Credible				
REQUIREMENTS	Exceeds	Meets	Below	NOTES
Warning signs sexual abuse, assault/ safety rules for students safe/unsafe touch Grades K-12				
Warning signs of dating violence Grades 7-12				
Characteristics of a healthy relationship Grades 7-12				

Actions for students to take to prevent abuse or stop dating violence				
Actions for students to take to report abuse or stop dating violence				
Referral and resource info/student counseling <u>or</u> community resources				
Other				
ACCEPTABILITY	Exceeds	Meets	Below	NOTES
Language (age-appropriate, non-victim blaming, unbiased)				
Cultural Relevance				
Developmentally Appropriate (special needs)				
Inclusive				
Other				
FEASIBILITY	NOTES			
Reasonable implementation by teachers and others				
Available time				
Teacher training available				
School administration extra training, technical assistance, policy guidance				
AFFORDABILITY	NOTES			
Initial cost				
Annual costs				
Training costs				
Staff time for training				
Other				
Pros/Strengths			Cons/weaknesses	
Overall Comments:				

(Adapted from the Centers for Disease Control and Prevention, Health Education Curriculum Analysis Tool)

APPENDIX E:

STAKEHOLDER FEEDBACK SUMMARY

Stakeholders from key sectors within the educational system and community were asked to share their perspective of how best to implement the Alaska Safe Children’s Act. They were asked to answer three main questions: (1) what is needed to implement the Act, (2) what barriers exist to implement the Act requirements, and (3) general recommendations.

General Comments

- There is not one perfect curriculum that covers all topics for all grades.
- There is a lack of curriculum for special education
- Would like to see a proposed plan for funding
- Would like a tool-kit, resource guide, and website developed
- Would like recommendations for length of time per year and per grade–level for education delivery

What is Needed to Implement

- Funding
- Buy-in
- Time
- Training
- Curriculum
- Standards/objectives
- Inclusion of youth and disability
- Consistency
- Shared vision/goals
- Timeline
- Communication
- Clarity/details
- Support
- Accountability
- Best Practices
- Partners/resources
- Online web site
- Support from the Office of Children’s Services and other key state departments.

Barriers to Implementation

- Funding
- Buy-in
- Time
- Training
- Curriculum
- Discomfort with topics
- Parental engagement
- Communication
- Fidelity
- Staff turnover
- Dedicated number of staff
- How to deliver to grades 10-12
- Lack of curricula for special education needs
- Lack of mental health counselors

Recommendations

- Increase awareness
- Concrete guidance to schools
- Concrete online access to all resources
- Overall health standards
- Focused objectives and core components
- Funding plan
- Parent information
- Parent video
- Alaska native resources
- Community of practice
- Subject matter experts
- Training on the effects of Adverse Childhood Experiences (ACEs)
- Identify new resources for grades 10-12

Tool Kit and Resource Guide Ideas

- Parent information and materials
- Supplemental resources/materials
- Guidelines/health standards
- Internet safety resources
- Resources for youth with disabilities
- Model school policy and procedures
- Sample plans
- Sample letters
- Legal issues
- List of Domestic Violence and Sexual Assault Agency contact information and other crisis lines
- Trauma-informed guidance

**APPENDIX F:
LEARNING OBJECTIVES FOR CLASSROOM CURRICULUM**

Sexual abuse and assault awareness and prevention training learning objectives for students K- 12			
Pre-kindergarten – Grade 2	Grade 3 - Grade 5	Grade 6 – Grade 8	Grade 9 – Grade 12
<ol style="list-style-type: none"> 1. Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches (including inappropriate non-touching behaviors) 2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. 3. Explain why everyone has the right to tell others not to touch his or her body. 4. Explain why inappropriate touches should be reported to a trusted adult and not kept secret. 5. Identify trusted adults from a variety of settings including home, school and the community who can help prevent violence. 6. Explain and demonstrate how to locate school and community health helpers who can help reduce or avoid violence. 7. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or reduce the risk of sexual abuse or assault. 8. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. 	<ol style="list-style-type: none"> 1. Distinguish between “appropriate” and inappropriate” touch (including non-touching behaviors). 2. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way. 3. Explain that everyone has the right to tell others not to touch his or her body. 4. Explain that inappropriate touches should be reported to a trusted adult and not kept secret. 5. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or reduce the risk sexual abuse or assault 6. Demonstrate how to effectively ask for help to report sexual abuse or assault. 7. Explain safety rules for using electronic communication devices. 	<ol style="list-style-type: none"> 1. Explain why individuals have the right to refuse any sexual contact or activity. 2. Recognize techniques that are used to coerce or pressure someone to engage in sexual activity. 3. Explain that acquaintance rape and sexual assault are illegal. 4. Explain that rape and sexual assault should be reported to a trusted adult and not kept secret. 5. Explain the negative consequences of sexually explicit pictures or messages sent by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). 6. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others. 	<ol style="list-style-type: none"> 1. Summarize why individuals have the right to refuse any sexual contact or activity. 2. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual. 3. Explain that sexual contact with someone that is intoxicated or unable to refuse is sexual assault. 4. Explain why a person who has been sexually assaulted or raped is not at fault. 5. Explain why it is wrong to trick, threaten, or coerce another person into engaging in sexual activities. 6. Analyze techniques that are used to coerce or pressure someone to engage in sexual activities. 7. Explain why rape and sexual assault should be reported to a trusted adult. 8. Describe federal, state, and local laws intended to prevent sexual violence related to sexual abuse of a minor. 9. Evaluate the negative consequences of sexually explicit pictures or messages sent by e-mail or cell phone or posting sexually explicit pictures on social media sites.

Dating violence and abuse awareness training and prevention learning objectives for students grades 7-12

Grade 7-8	Grade 9 – Grade 12
<ol style="list-style-type: none"> 1. Describe characteristics of healthy relationships, including healthy dating relationships. 2. Explain why it is each individual’s responsibility to verify that all sexual contact is consensual. 3. Describe how power and control differences in relationships can contribute to aggression and violence. 4. Describe the warning signs of dating violence and abusive behavior. 5. Analyze techniques that are used to coerce or pressure someone to engage in dating violence or abusive behavior. 6. Demonstrate resistance skills for responding to pressure situations. 7. Access valid and reliable dating violence prevention information from home, school or community. 8. Locate valid and reliable domestic violence and sexual assault prevention or intervention services. 9. Demonstrate how to effectively ask for assistance to prevent and stop dating violence and abuse. 10. Collaborate with others to advocate for safe, respectful, and responsible relationships. 11. Explain the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development and sexual health. 	<ol style="list-style-type: none"> 1. Summarize the qualities of a healthy dating relationship. 2. Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence. 3. Analyze the legal, psychological and social consequences of dating violence to perpetrators, victims, and bystanders. 4. Explain how bystanders can help prevent dating violence by safely intervening and/or reporting dangerous situations or actions to a trusted adult or specific agency. 5. Determine when professional violence prevention or intervention services may be required. 6. Locate and use resources or services that provide valid and reliable violence prevention information or intervention services. 7. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the safety of oneself and others. 8. Analyze how some multiple influences affect the likelihood of engaging in violent behaviors. 9. Summarize the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development and sexual health.

APPENDIX G:

CHARACTERISTICS OF A QUALITY SUICIDE PREVENTION TRAINING

FOR STAFF FOR QUALITY TRAINING (NOT LISTED ON REGISTRY)

Training must include:

1. Accuracy of content
2. Realistic Goals & Objectives for the training
 - a. List facts about prevalence, research, and myths surrounding suicide
 - b. Assess and evaluate youth Risk & Protective Factors
 - c. Recognize the clues and triggers for possible suicidal action in youth
 - d. Warning Signs
 - e. Provide strategies to intervene with a suicidal youth
 - f. Teach others how to become listeners and to be able to give a concerned response to a suicidal individual
 - g. Postvention strategies
3. Safe & Effective Messaging
 - a. Do emphasize help-seeking and provide information on finding help
 - b. Do emphasize prevention
 - c. Do list the warning signs, as well as risk and protective factors of suicide
 - d. Do highlight effective treatments for underlying mental health problems
 - e. Don't glorify or romanticize suicide or people who have died by suicide
 - f. Don't normalize suicide by presenting it as a common event
 - g. Don't present suicide as an inexplicable act or explain it as a result of stress only
 - h. Don't focus on personal details of people who have died by suicide
 - i. Don't present overly detailed descriptions of suicide victims or methods of suicide
4. Identify and access resources available to address the needs of a person in crisis
 - a. Careline information (1-877-266-HELP)
 - b. www.Stopsuicidealaska.org
5. Community resource information
6. Evaluation of the training

APPENDIX H:

DRAFT BUDGET FOR eLEARNING TRAINING

Topic	Hours	Objectives	Content/Review Committee	Cost	Funding source	Due
Suicide Awareness, Prevention, Intervention, and Postvention Trainings: Reorganize and update	2 2 2 2	Provide high quality trainings that meet statutory requirements	Sharon Fishel, EED, DHSS James Gallanos, Statewide Suicide Prevention Council member Eric Morrison, and counselor Jeannie Sparks from Mat-Su	\$25,000	Statewide Suicide Prevention Council	June 30 th , 2016 (Completed)
Drug and Alcohol Disabilities Training: Update, reorganize, add Task Force recommendations, and consolidate	3.0	Provide high quality training that meets statutory requirements	Samantha Wilson, Todd Brocious EED and content experts from DHSS and SAMHSA	\$45,000	Statewide Suicide Prevention Council	June 30 th , 2016 (On schedule)
Child Abuse and Neglect: Update and align to new OCS/Alaska Children's Justice Act Task Force Training	1.5	Provide high quality training that meets statutory requirements	Todd Brocious EED, Cadre of OCS reviewers, members of Alaska Children's Justice Act Task Force	\$25,000	Alaska Children's Trust	June 30 th , 2017 (updates drafted—development pending secured funding)
Domestic Violence and Sexual Assault Training: Update and Integrate Erin and Bree's Law	1.5	Provide high quality training that meets statutory requirements	Patty Owen, EED, Council on Domestic Violence and Sexual Assault, Alaska Network on Domestic Violence and Sexual Assault, Alaska Children's Trust, Alaska Division of Public Health	\$10,000+	\$5,000 Prep/4 th R \$5,000 CDVSA	June 30 th , 2017
Standalone Teen Dating Violence Training: Complement to DVSA Training	1.0	Provide Prevention materials that supplement DVSA training	Patty Owen, EED, Council on Domestic Violence and Sexual Assault, Alaska Network on Domestic Violence and Sexual Assault, Alaska Children's Trust, Alaska Division of Public Health	\$25,000	Prep/4 th R	June 30 th , 2017
New * Trauma and Resiliency	1.0 – 1.5	TBD	TBD	\$25,000-40,000 (\$25,000 per content hour)	TBD	TBD
TOTAL				\$155,000- \$170,000		
Other Potential Funding Sources:						
Rasmuson (\$25-\$50K), Mental Health Trust Authority (\$10K), Mat-Su Health Foundation (\$15K)						